**Art skills and knowledge progressions**

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| **Big Ideas** | | | **Reception** | | **Year 1** | | **Year 2** | | **Year 3** | **Year 4** | | **Year 5** | | **Year 6** |
| **Appraise and Appreciate** | **Use the language of art to evaluate and analyse creative works** | | Look at a picture or piece of art and talk about likes and dislikes  Use the following vocabulary to discuss art: colour, colourful, bright, pattern, shape, big, small | | Use simple language to describe their own art and the art of others  Use the following vocabulary to discuss art: light, dark, shadows, bold, thick, thin, lines, brush strokes, primary colours, secondary colours | | Describe their own art and compare this to famous art  Use the following vocabulary to discuss art: landscape, portrait, rough, fine, smooth, uneven | | Identify the techniques used by different artists  Use the following vocabulary to discuss art: texture, dotting, scratching, splatting, dramatic | Use knowledge of styles and techniques studied to talk about famous art and my own art  Use the following vocabulary to discuss art: scale, proportion, delicate, subtle, vibrant, dull, viewpoint | | Use knowledge of styles and techniques studied to evaluate my own work and compare it with famous art  Use the following vocabulary to discuss art: perspective, shade, mood, contrasting, complimentary, engaging | | Use knowledge of styles and techniques studied to evaluate, analyse and compare their own art and famous art  Use the following vocabulary to discuss art: hue, tint, tones, carved, realistic, unrealistic |
| **Experimentation with style and medium** | **Use works and styles of art as a stimulus for their own pieces**  **Develop ideas and experiment with mediums** | | With an adult, look at a picture or real-life object to recreate  Use a range of different mark making tools | | With an adult talk about a stimulus and how they can recreate this in their own work (with modelling)  Use a range of different art equipment as directed  Use a sketch book to record ideas and experiments | | Observe a stimulus for own work and identify which features to try and recreate  Try different mediums with adult support and use the most appropriate for work  Show simple ideas and my imagination through drawing in a sketch book | | With an adult, identify the features of artists’ work or another stimulus to try and recreate in own art  Experiment with a range of mediums before choosing one to use  Compile a collection of ideas in a sketch book and use soft lines for planning drawings | Research the work of an artist or closely observe a stimulus to generate ideas to replicate in own art  Select the most effective medium from at least two choices after experimenting with both  Keep a record of ideas and experiments in a sketch book. | | Identify the main features and techniques from artists’ work or another stimulus to think about a brief for own art  Experiment with and select the most effective medium for artwork  Use a sketchbook to show how ideas have developed and improved. | | Analyse features and techniques from artists’ work or another stimulus to think about a brief for own art  Confidently select the most effective medium for artwork and explain choices.  Use a sketchbook to show how ideas have developed and improved including labelled diagrams for 3D work. |
| **Art Forms** | **Drawing**  **Painting**  **Sculpture** | Hold a pencil or other mark making tool using a correct pencil grip  Begin to use a variety of  drawing tools  Use drawings to tell a story  Investigate  different lines  Start to draw accurate pictures of people  Use paint provided to create a picture  Create lines, patterns and shapes using paint  Hold a paint brush    Handle, feel and  enjoy  manipulating materials  Construct using a range of equipment  Shape and model with playdough | | Begin to keep within the lines of a drawing when adding colour  Explore different textures e.g.  push down to make bold and strong lines and apply less pressure to make soft lines when working with pencil and wax crayon  Draw more accurate pictures of people  Be able to use different types of paint  Name the primary and secondary colours and start to be able to mix some secondary colours  Hold a brush correctly  Create textured paint by adding sand/plaster  Construct using a range of equipment  Carve  Pinch and roll coils and slabs using a modelling  media | | Confidently keep within the lines of a drawing when adding colour  Use pencils to create lines of different thickness in drawings  Begin to use pastels, learning how to blend and smudge  Discuss use of shadows, use of light and dark  Sketch to make quick records  Be able to use different types of paint more accurately  Mix paint to create all the secondary colours including brown  Hold a brush correctly to dab, smooth, wash, stipple and stroke  Use different size brushes for different purposes  Cut, roll and coil a range of materials  Shape and form from  direct observation  (malleable and rigid  materials)  Use some decorative techniques | | Use pencils to create hard and soft lines  Block colour when working with coloured pencils by applying pencil strokes in the same direction  Vary the thickness of lines when working with pastel and charcoal  Experiment with the potential of various pencils  Draw from close observation  Draw accurate drawings of people – particularly faces  Experiment with different effects and textures including block colour, washes, thickened paint creating textural effects to improve skills  Use a range of different bushes for different effect  Use a range of different brush strokes for effect    Shape, form, model and  construct ( malleable  and rigid materials)  Adjust sculptures with consideration of aesthetics | | | Use pencil to show texture in my art (eg. Hatch, cross-hatch, shading, dot, dash, circle, spiral etc)  Control depth of colour by applying different pressures on the pencil tip when working with coloured pencils  Use the side of the pencil to build up layers of colour when working with pastel and charcoal  Begin to look at perspective, scale and proportion in my drawings.  Identify and draw the effect of light  Create accurate drawings of whole people including proportion and placement  Create different effects and textures with paint according to what they need for the task  Mix colours to make any required secondary colour (Including lightening and darkening)  Work on a range of scales e.g. Thin brushes on small picture etc…  Accurately cut a shape using guidelines.  Show patterns / textures | | Identify and draw objects using marks and lines to produce texture.  Layer colours to create depth of colour and tone.  Use line, tone, shape and colour to represent figures and forms in movement.  Use perspective, scale and proportion in drawings to show depth and distance.  Produce increasingly accurate drawings of people  Use a variety of different paints, effects and textures to produce work  Mix paints and use tints and shades  Identify primary, secondary, complimentary and contrasting colours  Use a range of painting tools    Accurately cut an intricate shape using guidelines and a straight line by eye.  Shape, form, model and  Join accurately | Create mood, feeling and express emotion in my art  Draw the effect of light on objects  and people from  different directions  Interpret and create the texture of a  Surface  Use perspective, scale and proportion in drawings to show depth and distance.  Select the most appropriate paint and technique for the desired effect  Mix paints to create a range of shades, hues, tones and atmospheres  Select appropriate primary and secondary complimentary and contrasting colours  Accurately use and select from a range of painting tools  Plan and develop ideas  Neatly and accurately, shape, form, model and  Join  Show emotion through body language |

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| **Creating art** | **Know about the work of a range of artists, craft makers and designers, describing different practices and discipline, and making links to their own work**  **Know how art/design reflect our history and contribute to the culture, creativity and wealth of our nation.** | Van Gogh ‘Sunflowers’ Chdn recreate using paper coils for sunflower centres. | **Main Project**  **Toys and Pass times -**Koinobari Kites.  Will also be used to look at wind for weather topic.  **Countryside/coast/**  **Cities** – Chdn are given 4 of the same image for one of the locations and colour to represent different times of the year.  **Seasons/weather** Chdn draw pictures of themselves holding an umbrella (links to drawing people). Colour using wax crayon but colour background using watercolour. Allow rain to wet the paper to blend the watercolours.  **Transport innovations**  Artist study – Vincent Van Gogh and his transport paintings | **Great Fire of London**  Chdn paint the background showing the fire and then use black card to cut out the shapes of the buildings.  **Moonlanding** – Chdn paint pictures of the moon using paint that has been mixed with sand/plaster to create texture  **Africa**  Artist study – Esther Mahlangu  Chdn recreate art on card/paper in her style. Discuss meanings in patterns  **Main Project**  Chdn create African masks using knowledge of pattern to decorate. | **Stone Age / Iron Age**  Chdn paint background using their chosen medium and then cut out silhouette of Stone Henge – Create cave paintings  **Main Project**  **Keith Haring**  Linked with North/South America topic, chdn will complete an artist study and create their own piece of art inspired by Keith Haring  **Ancient Egypt**  Photograph is taken of chd’s face in profile and the chdn draw on their own head dress and accessories in Egyptian style.  Chdn make their own scarab beetles using modelling clay | **Main Project**  **Aboriginal Art**  Chdn will look at the stories and symbolism behind aboriginal art. They will look at their minimal choice of colour and the technique of using dots. They will create their own aboriginal piece of art on cardboard and the create an aboriginal sculpture (Bagu with Jiman)  Artist study -  **Roman Empire**  Chdn make their own Roman horse papermache relief panels and Phalerae  **Anglo Saxons**  Artwork study – The Bayeux Tapestry. Chdn recreate their own section of the Bayeux tapestry. These sections are then put together to create a single piece of art.  **Scots and Vikings**  Chdn make their own Viking long boat using knowledge of coiling to create shields along the sides. | **Waters of the World**  Hokusai wave. Chdn try out different art medium to create their own wave.  **Main Project**  **Industrial Revolution**  Artist study – L S Lowry  Chdn chose a scene of modern day Manchester and create a diorama the style of Lowry  **Brazil**  Chdn create their own carnival masks using a variety of materials and joining techniques  **Ancient Greece**  Chdn make their own Greek pots out of clay. | **Main Project**  Artist study – Henry Moore  Chdn look at works created by Moore. Chdn first sketch in pencil in his style, then recreate using white card/charcoal, black card/chalk. They then create their own sculptures using modelling clay.  **Hidden World**  Linked to Land of Neverbelieve. Chdn look at illustrations in book paying particular attention to the textures. Chdn complete Half drawings where half of a picture is given and they draw the other half. Chdn then create their own plant/creature from the book in the style of Norman Messenger’s illustrations.  . |